



**TŪ AROMATAWAI**  
***INDEPENDENT REVIEW***

# Recruit Training

A stocktake of recommendations

## **About Tū Aromatawai *Independent Review***

Tū Aromatawai *Independent Review* is a division of the Ministry of Defence. Tū Aromatawai provides assurance to the Minister of Defence by reviewing performance of the Defence system and identifying opportunities for improvement. The reviews take the form of assessments or audits as set out in section 24(2)(e) of the Defence Act 1990.

### **Recruit Training: A stocktake of recommendations**

Report Number: 420

## **Further contact**

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# Snapshot of the recommendations

40 Recommendations	Completed
17 Recommendations	In progress
1 Recommendation	Not started
58 Recommendations in total	

## What is a stocktake of recommendations?

A stocktake of recommendations is an analysis of the progress of the recommendations made in an earlier review. Tū Aromatawai Independent Review periodically carries out these stocktakes.

## What review is the focus of this stocktake?

This stocktake focuses on the review into recruit training in the New Zealand Defence Force conducted in 2015, and the resulting publication *Recruit Training – Assessing the Quality of Recruit Training in the New Zealand Defence Force*.

## When was the stocktake done?

This report provides a snapshot of progress as at February 2018. We have added, however, a comment from Army in respect of recent events at Waiouru given their relevance to this stocktake.

## How did we do this stocktake?

We analysed NZDF governance reports on implementation of the recommendations, and interviewed recommendation owners when we needed further information. We have relied on NZDF reporting as accurate for the purposes of this stocktake.

A full description of the methodology is provided at the end of this report.

The 2015 recruit training review is available for download from the [Ministry of Defence website](#).

# Overall comment about progress made so far

Information from the services indicates a committed approach to implementing the recommendations. Active high-level governance was established at the outset with the NZDF Organisation Committee overseeing regular updates. Overall, good progress has been made.

Particular effort and focus was spent on the core issues of selecting, training and setting standards for recruit instructors. For example, the implementation of recommendation 17 led to an instructor excellence model being established across the services.

The Joint Instructor Excellence (JIX) project has helped to focus effort and attention. Its aim is to provide instructor training that not only selects the right people to become instructors, but also provides them with ongoing training and support.

All three services expressed a commitment to removing abusive practices, in line with the tenets of OPERATION RESPECT<sup>1</sup>, 'speak up' policies and existing codes of conduct. All believe that existing protocols and procedures work well to hold errant instructors to account.

The Sexual Assault Prevention Response Advisor (SAPRA) process and the conduct of sexual ethics and respectful relationships training (SERR) Force-wide were identified as tangible examples of positive action. As part of OPERATION RESPECT, they accompany similar initiatives and interventions aimed at combatting bullying and harassment.

Despite its proactive approach to implementing the recommendations, the Army has recently had issues arise in relation to Waiouru, where recruit training is carried out. Those events have resulted in swift action from Army Leadership. See page 11 for more details.

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<sup>1</sup> The Chief of the Defence Force launched OPERATION RESPECT on 15 March 2016. The strategy is designed to eradicate unacceptable and unwanted behaviours from NZDF and its personnel. Actions developed from the strategy are detailed in the [NZDF Human Resources toolkit](#).

# Recommendations completed

We acknowledge the progress of NZDF in completing the recommendations below.

## Forty recommendations completed

Tri-Service	Number	Recommendation
Tri-Service	1	Establish a thorough process to select instructors for recruit training and utilise it without exception.
	4	Ensure a high level of supervision and mentoring is provided for all instructors.
	5	Clear and comprehensive discipline orders are a requirement for all initial training organisations.
	7	Systematically collect and analyse charges and punishments against the Armed Forces Discipline Act to identify trends.
	9	Research the optimal way to indoctrinate recruits into the Service culture and values, including comradeship, to improve peer to peer working relationships.
	15	Develop systematic risk mitigation specific to recruit training, including risk of self-harm, physically or sexually abusive behaviour by instructors or fellow recruits, and physical training or weapon-related injuries.
	16	Establish an ongoing working group consisting of representatives from each Service to discuss challenges and communicate developments in the initial training programmes.
	17	Implement a New Zealand Defence Force Instructor Excellence project that standardises instructor selection processes, instructor training, coaching/mentoring standards, professional development, and recognition/qualifications.
	20	Defence Force Order 3, Part 9, Chapter 5 defines and prohibits close personal relationships in a training environment and should be rewritten to adequately manage stand alone or intermittent acts of inappropriate behaviour or attempts to conduct such behaviour. <i>(Additional recommendation added by NZDF)</i>
Army	Number	Recommendation
Army	1.1	Define what excellence in recruit training looks like, articulating what values and behaviour would be exhibited by an organisation that is promoting excellence.
	1.4	Monitor and manage risks systematically by developing a structured risk management framework for The Army Depot with support from the Directorate of Risk and Assurance.
	2.2	Reduce the disincentives to being posted to The Army Depot, such as issues of work/life balance, work tempo, and limited opportunities for trade/promotional coursework.

2.3	At the completion of Junior Non-commissioned Officer course, candidates who are suitable for the recruit training environment should be identified for the Army Depot, as they are on the Senior Non-commissioned Officer course.
2.4	Establish an instructor selection process, including screening potential instructors using psychological evaluation prior to posting in the training environment.
3.2	Supply a sufficient cadre of shooting coach qualified instructors in each platoon to provide knowledgeable and confident weapons instruction.
3.4	Update Defence Force Order (Army) Volume 7 to fully reflect the curriculum of training instructors including additional content on suicide awareness, role drift and the impact of power on instruction, feedback and motivational tools, learning processes, dealing with youth, and diversity awareness.
4.1	Systematically provide guidance and on-going development of instructional leadership skills for all platoon staff.
4.2	Develop instructional excellence by ensuring each platoon is staffed with experienced mentors who can effectively supervise instructors at an appropriate level.
4.3	Create leadership parolines that reflect the outputs, supervision, coaching and mentoring needs of the recruit training environment by structuring The Army Depot Headquarters commensurate with similarly sized units in the Army.
4.4	Increase capability for on-going training and support of instructors by resourcing Defence Psychology to post a full-time military psychologist at Training and Doctrine Command.
5.1	The Army Depot to develop and disseminate clear, comprehensive and effective corrective training orders that start at Day 1 of training to all in the training environment, and limit the use of physical training as corrective training.
5.2	Defence Legal Services should assist with military discipline briefings for all future All Arms Recruit Course intakes for both recruits and new instructors.
5.3	Be proactive about maintaining a safe environment for female and male recruits.
5.4	Review orders to ensure that they include mandatory language that service members are not to have sexual relations with recruits.
5.5	Implement measures that facilitate a culture of reporting incidents, including drop boxes for anonymous reporting and routine interaction with pastoral support outside the chain of command.
5.6	Continue to assess the prevalence and seriousness of unacceptable behaviour (including harassment, bullying, discrimination and assault) through the use of anonymous surveys developed for this review. As part of survey administration, continue to provide a method for recruits to safely report concerns to someone outside their chain of command (padre, psychologist, Anti-Harassment Advisor, Military Police). Action reports and target training based on findings.

<b>Navy</b>	<b>Number</b>	<b>Recommendation</b>
	1.3	Navy leadership should communicate the value of the instructor role as shaping the future of the Navy.
	2.1	Update orders to ensure that any sexual activities or fraternization between instructors and recruits are prohibited, particularly involving social media and texting.
	2.2	Defence Personnel Executive should continue to assess the prevalence and seriousness of unacceptable behaviour (including harassment, bullying, discrimination and assault) through the use of anonymous surveys developed for this review. As part of survey administration, continue to provide a method for recruits to safely report concerns to someone outside their chain of command (padre, psychologist, social worker, Anti-Harassment Advisor, Military Police). Recruit Training Squadron should action reports and target training based on findings.
<b>Air Force</b>	<b>Number</b>	<b>Recommendation</b>
	1.2	With the support of New Zealand Defence College, formally review the sequencing and content of the initial training curriculum regularly to ensure that the Air Force can meet the changing Defence output needs of a modern force.
	1.3	Monitor and manage risks systematically by developing a structured risk management framework for Command and Recruit Training Squadron with support from the Directorate of Risk and Assurance.
	2.1	Establish an instructor selection process that includes psychological screening and interviews with command.
	2.2	Create a “ready list” of experienced, trained Command and Recruit Training Squadron former instructors who can be requested to staff any surges.
	3.2	Systematically develop instructional skills throughout the training calendar with ongoing training.
	3.4	To improve the consistency of instructors’ expected standards for recruits, conduct calibration training and increase visual guidance/documentation.
	4.1	Inform all new instructional staff of behavioural expectations clearly, including stating expectations in induction materials.
	4.2	Ensure all staff in the training environment are aware of the risks inherent in initial training, and have strategies to mitigate them.
	4.3	Write clear and comprehensive corrective training orders to provide clarity for both instructors and recruits and to ensure that both are protected.
	4.4	Redraft Command and Recruit Training Standing Orders to explicitly state what types of conduct are inappropriate and compromising for instructors, and consequently prohibited.
	4.6	Reduce burn out of instructors by managing work schedules to allow for downtime, and limit posting lengths to an optimal length.

# Recommendations in progress

## Seventeen recommendations are in progress

We assess that the following 17 recommendations are “in-progress”. The state of progress in relation to each is dealt with in further detail from page 11.

Theme of the recommendation	Number	Recommendation
Keeping recruits safe	8	Develop a positive learning environment for all recruits by removing instructors who are physically or verbally abusive to recruits from the training programme.
Fostering work/ life balance for instructors	11	Increase the quality of instructors by enhancing recognition, managing work/ life balance challenges and burnout.
Prioritising recruit training	14	Prioritise recruit training as an essential output that must be supported by the tri-service components of the organisation.
Training all recruit instructors to the highest level	Tri-service 3	Ongoing training of instructors is required to develop the highest quality instruction in the unique recruit training environment.
	Army 2.1	Implement strategies that value and recognise instructor excellence both within The Army Depot and the wider Army.
	Navy 1.1, 1.2	1.1 Define excellence in recruit training: A. What competencies and skills are required of those graduating Basic Common Training; B. What competencies and skills are required of instructors and what resources must be in place to support these. 1.2 Review the sequencing and content of the initial training curriculum regularly to ensure all the needed skills are attained without overtraining, using level three evaluation from the New Zealand Defence College.
	Air Force 3.3	Mentors and supervisors must be fully trained on instructional best practice, weapons and drill.
Identifying recruit attributes	Tri-service 12	Question, clarify, and articulate what will make a good sailor, soldier, airman and airwoman in the future and therefore the requirements of recruit training.
Creating a training doctrine	Tri-service 13	Create New Zealand Defence Force doctrine that underpins initial training and embed it in the Defence Manual of Learning.

Embedding change	Tri-service 2	Prior to posting, all instructors must receive training appropriate to the unique demands of the recruit training environment.
	Army 1.2	Review the sequencing and content of the initial training curriculum regularly to ensure that the Army can meet the changing Defence output needs of a modern force.
	Air Force 1.1	Define what excellence in recruit training is, what competencies and skills are required of instructors and what resources must be in place to support these.
	Army 3.3	Create a “ready list” of certified Recruit Instructors Course trained non-commissioned officers, and only supplement the posted staff with those drawn from the list
	Tri-service 6A	Defence Legal Services to ensure that the corrective/remedial training is in line with the Armed Forces Discipline Act.
	Tri-service 6B	Including standardisation of what behaviours require automatic summary trials.
Monitoring bullying and harassment	Tri-service 10	Monitoring and tracking of bullying and harassment to identify trends and support interventions.
	Tri-service 19	Track reasons for exits from training by utilising exit surveys so that trends in performance can be identified.

### Comment

See the next section for detail. “Analysing the in-progress recommendations by theme”.

## One recommendation not started

Navy	Number	Recommendation
	1.5	Review of Navy training manual Update New Zealand Book of Reference 37 (NZBR 37 — the Navy’s training manual) to fully reflect the curriculum requirements of training instructors.

### Comment

No action was taken in three years between the review and this stocktake. This is an administrative recommendation, but remains important because implementing an updated Navy training manual will help the Navy to adopt best practice.

The Navy advises that a review of NZBR 37 — the Navy’s training manual — has been scheduled, with a person identified to start the work in 2018.

# Analysing the in-progress recommendations by theme

This section describes each in-progress recommendation in detail: the progress made, and possible further steps to be taken to progress the recommendation. This section is intended to assist NZDF governance and those charged with implementing the recommendations, by providing more detail for each item.

The in-progress recommendations are grouped by 8 themes:

- Theme 1: Keeping recruits safe
- Theme 2: Fostering work/life balance for instructors
- Theme 3: Prioritising recruit training
- Theme 4: Training all recruit instructors to the highest level
- Theme 5: Identifying recruit attributes
- Theme 6: Creating a training doctrine
- Theme 7: Embedding change
- Theme 8: Monitoring bullying and harassment

## Theme 1: Keeping recruits safe and fostering their well-being

Theme of the recommendation	Number	Recommendation
Keeping recruits safe	8	Develop a positive learning environment for all recruits by removing instructors who are physically or verbally abusive to recruits from the training programme.

1. By its nature, recommendation 8 requires an ongoing commitment.
2. Recommendation 8 speaks to the fundamentals of ensuring the safety and well-being of recruits given they are placed in an unfamiliar "... situation with high power differentials between instructor and recruit" (see page 18 of the 2015 *Recruit Training* report).
3. The July 2016 prosecution and subsequent conviction of a close-quarter combat training instructor (Army) on three charges of ill-treating subordinates provides an example of NZDF's commitment to meeting Recommendation 8. The case highlighted how seriously it took incidents in which staff were accused of ill-treating junior ranks.
4. Recent events concerning recruit training at Waiouru, subsequent to this stocktake, have caused Army to take further action relevant to this recommendation. We have asked the Army for comment and they are included below.
  - Following an allegation of assault upon a recruit, a mid-level officer was stood down from his duties while an investigation was carried out. A subsequent summary trial found the officer not guilty of common assault.
  - Seven instructors were stood down from duty following allegations of inappropriate behaviour. Military Police investigated the actions of nine instructors. At the time of writing of this report, five of these instructors had been cleared of any wrongdoing and had resumed normal duties, while investigations into the remainder are ongoing.

- In addition, the Chief of the Army has reiterated, both internally and externally, the importance of maintaining the highest levels of conduct at all times across the Army, particularly in those areas in which there is an imbalance of power between instructors and students due to rank and experience.
- The Army says it has been proactive in establishing and maintaining a safe environment for recruits through a combination of written orders around expected behaviours, better communication concerning individual’s rights, an improved instructor selection process and practical measures such as the installation of security cameras at the Army Depot (the training facility at Waiouru).
- The Army and the Defence Force has reinforced its commitment to taking action in response to errant and unacceptable behaviour.

*“Whenever we see behaviours that do not match our expectations – we will act, every time.”* (Major General John Boswell, Chief of Army, 20 September 2018)

## Theme 2: Fostering a work/life balance for instructors

Theme of the recommendation	Number	Recommendation
Fostering work/life balance for instructors	11	Increase the quality of instructors by enhancing recognition, managing work/ life balance challenges and burnout.

1. **All three services** have tried to implement the recommendation in a proactive way but note that work/life balance issues are an ongoing challenge, not just in relation to instructors, but across the wider NZDF.
2. **Army** assesses that personnel constraints are such that current workloads exceed sustainable levels. Army is developing a “multi recruit course work/leave roster” to better understand and quantify the issues.
3. **Navy** has no new initiatives, but is reviewing resource constraint issues and burnout later this year. Navy instructor positions are considered “shore” postings and therefore classified as “respite” from at sea duties. In reality, instructor duties are often as arduous and demanding as operational deployments to sea.
4. **Air Force** command holds responsibility for work/ life balance issues. Instructor workloads are part of the ongoing management of resource to task calculations. Air Force felt that embedding the Joint Instructor Excellence (JIX) project would help to improve standards of instruction, conduct and recognition.
5. Recommendation 11 covers factors that go to the core of the recruit training issue and impacts upon NZDF as a whole. A group of well-trained instructors allows NZDF to maintain excellence within its most important resource — its people. This resourcing is important for future organisational performance, and for ensuring that recruits are treated correctly and are best equipped to make a positive contribution to NZDF.

## Theme 3: Prioritising recruit training

Theme of the recommendation	Number	Recommendation
Prioritising recruit training	14	Prioritise recruit training as an essential output that must be supported by the tri-service components of the organisation.

1. **All three services** were of the view that recruit training is well-resourced within NZDF, second only to operational commitments. This is reflected in staffing levels devoted to initial training supported by all three services, as well as in the general quality of the output.
2. Even so, while all three services strive to maintain the quality of their instructor throughput, all are struggling with competing priorities (particularly staffing for operational duties, which take precedence).
3. **Army** commented that more investment is required in this area as specialist support remains inconsistent. A strong example is the inadequate support provided to the Defence First Aid Course which has resulted in it not meeting the criteria for cross-domain solutions (CDS) requirements.
4. **Navy** states it is tackling prioritisation issues, and has recently posted three instructors to meet alternate demand. The result is that specific sailing training may not be delivered in 2018.
5. **Air Force** recognises instructor training as a high priority, but notes that operational priorities mean that it cannot always meet the recommendation. As a result, preferred trade groups are not always available to post to the training school when required. It is managing to ensure that recruit and officer training intakes have the required ratio of supervisor/instructor to trainee on each course. This is achieved by managing the size of the recruit intake and by using personnel with recent experience to do short-term tours of duty as instructors.

## Theme 4: Training all recruit instructors to the highest level

Theme of the recommendation	Number	Recommendation
Training all recruit instructors to the highest level	Tri-service 3	Ongoing training of instructors is required to develop the highest quality instruction in the unique recruit training environment.
	Army 2.1	Implement strategies that value and recognise instructor excellence both within The Army Depot and the wider Army.
	Navy 1.1, 1.2	1.1 Define excellence in recruit training: A. What competencies and skills are required of those graduating Basic Common Training; B. What competencies and skills are required of instructors and what resources must be in place to support these. 1.2 Review the sequencing and content of the initial training curriculum regularly to ensure all the needed skills are attained without overtraining, using level three evaluation from the New Zealand Defence College.

	Air Force 3.3	Mentors and supervisors must be fully trained on instructional best practice, weapons and drill.
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1. Army has invested significantly in strengthening leadership and facilitation training and instructional coaching.
2. Air Force has centralised its effort to ensure instructional skills and support are maintained. Regular training is conducted throughout the year and opportunities are actively sought to increase instructor knowledge.
3. Navy has not introduced any formal processes to deal with this recommendation. In the last six months it has tried to boost facilitation and Leadership Development Training (LDT), but says it needs to do more.

## Theme 5: Identifying recruit attributes

Theme of the recommendation	Number	Recommendation
Identifying recruit attributes	Tri-service 12	Question, clarify, and articulate what will make a good sailor, soldier, airman and airwoman in the future and therefore the requirements of recruit training.

1. At the tri-service level, Recommendation 12 is focused on embedding professionalised instructor training within NZDF's culture and doctrine.
2. The Training and Education Leadership Team (TELT) held extensive discussions around what makes good service personnel. The TELT members agreed that developing an initial training doctrine should become part of Joint Professional Military Education (JPME), with the approval and support of, and under the control of, the Commandant of the New Zealand Defence College. Despite some initial work being done, however, the JPME has identified that it does not have the capacity to address the issue with sufficient speed and they have referred the issue back to the single services for action.

## Theme 6: Creating a training doctrine

Theme of the recommendation	Number	Recommendation
Creating a training doctrine	Tri-service 13	Create New Zealand Defence Force doctrine that underpins initial training and embed it in the Defence Manual of Learning.

1. At the tri-service level, Recommendation 13 is focused on embedding the notion of professionalised instructor training within NZDF's culture and doctrine. Some of the work done for recommendation 12 also applies to recommendation 13.

2. Linked to the previous theme, the services are of the view that further work on the creation of Defence Force doctrine can only happen after Project Ken<sup>2</sup> is completed (expected in December 2018).

## Theme 7: Embedding change

Theme of the recommendation	Number	Recommendation
Embedding change	Tri-service 2	Prior to posting, all instructors must receive training appropriate to the unique demands of the recruit training environment.
	Army 1.2	Review the sequencing and content of the initial training curriculum regularly to ensure that the Army can meet the changing Defence output needs of a modern force.
	Air Force 1.1	Define what excellence in recruit training is, what competencies and skills are required of instructors and what resources must be in place to support these.
	Army 3.3	Create a “ready list” of certified Recruit Instructors Course trained non-commissioned officers, and only supplement the posted staff with those drawn from the list

1. The New Zealand Defence College started the first tri-service instructor cohort course in July 2018 under the auspices of the approved Joint Instructor Excellence (JIX) framework. This step should improve the efficiency, effectiveness and professionalism of the system. Work in this area is ongoing.
2. Army training in particular uses corrective or remedial training. This places a high level of responsibility upon recruit instructors for ensuring recruits remain safe and are treated fairly throughout their training.
3. The 2015 report noted that “orders for corrective training are ill-defined” (Army Executive Summary, page 23). As a result, the provisions of DFO (Army) Vol 7 now cover policy aspects related to recruit training in some considerable detail. It outlines eleven training principles for staff including instructors and addresses areas such as accountability, equity, respect and discipline. The order requires all forms of ‘punishment’ including remedial training to be formally approved by a commanding officer.
4. Since 2015 Army has surveyed each intake of recruits, including officers and other ranks across all three services, to gauge their experience of training and to identify any issues related to mental health or safety. In May 2018 the NZDF’s Organisation Research, Defence Human Resources conducted a survey that asked recruits if they agreed that corrective policies are clear. Of the recruits surveyed, 88% of Navy recruits and 84% of Air Force recruits agreed — an overall improvement since 2015. The percentage for Army recruits (since 2017) also improved, showing that 77% of recruits agreed.

<sup>2</sup> Project Ken envisages an overarching governance framework aimed at providing a hierarchy and structure for all Defence Force Orders (DFOs) and other artefacts and documents. The objective is to make the learning approach across the services more coherent.

Theme of the recommendation	Number	Recommendation
Embedding change	Tri-service 6A	Defence Legal Services to ensure that the corrective/remedial training is in line with the Armed Forces Discipline Act.
	Tri-service 6B	Including standardisation of what behaviours require automatic summary trials.

1. Defence Legal Services (DLS) has implemented part A of the recommendation. Part A recommends aligning corrective training with the Armed Forces Discipline Act 1971.
2. DLS has determined that while some standardisation in approach is necessary to ensure fairness, justice is ultimately individual to each person and each case.
3. Tū Aromatawai *Independent Review* is currently reviewing the Military Justice system. Its review will encompass this issue of standardisation of behaviours.

## Theme 8: Monitoring bullying and harassment

Theme of the recommendation	Number	Recommendation
Monitoring bullying and harassment	Tri-service 10	Monitoring and tracking of bullying and harassment to identify trends and support interventions.
	Tri-service 19	Track reasons for exits from training by utilising exit surveys so that trends in performance can be identified.

1. These recommendations are in the process of being implemented.
2. NZDF added recommendation 19 as way to track exits from training so as to better identify trends in performance.
3. NZDF has, on its own initiative, implemented a recruit exit survey within Army and Air Force recruit training (Navy has yet to implement it). The survey is completed anonymously and responses are awaiting collation and compilation.
4. As outlined earlier, NZDF is aware of the need to grapple with bullying and harassment and has taken positive measures to address them when they occur, provide support for those affected and monitor their overall occurrence.

# Snapshot of the stocktake

## Who carries out these stocktakes, and how often?

Tū Aromatawai *Independent Review* periodically carries out these stocktakes.

## Why was “Recruit Training” chosen for a stocktake?

In 2015 the Evaluation Division (now known as Tū Aromatawai *Independent Review*) published *Recruit Training – Assessing the Quality of Recruit Training in the New Zealand Defence Force*. That review was chosen for this stocktake because:

- all aspects of recruit training present an important strategic risk for NZDF
- its recommendations apply across all three branches: 18 apply to all three services, 22 are specific to Army, 8 are specific to Navy and 16 are specific to Air Force
- the review examined the processes for selecting instructors, as well as monitoring, developing and improving the performance of instructors
- the review included outcomes of the training programme, such as recruit completion rates, perceptions of instructor effectiveness and support, prevalence of any harassment, bullying, discrimination and assault
- the review focused on support for, and perceptions of, the wider organisation and leadership toward the training programme, as well as doctrine, orders, and practices that support the training programme.
- the review was conducted in 2015, so the three years since provide sufficient evidence for this stocktake.

Note: The 2015 review scope was limited to the initial training that new recruits (“other ranks”) undertake. Officer training and trade training were not included.

## What primary question did that review ask?

That review asked the question: “In the system that provides recruit training across Services, what aspects are working well, and how can the system be improved?”

## What primary question does this stocktake ask in response to the review’s primary question?

This stocktake asks the question “What is the extent of the uptake of the recommendations from the *Recruit Training* review?”

## How did we assess the review’s recommendations?

We analysed the content of reports to the NZDF Organisation Committee that covered the uptake and implementation of recommendations from the *Recruit Training* review. If we were unclear about some of the content or needed extra information, we interviewed the owners of the recommendations. We accepted NZDF’s self-reporting as accurate and did not seek to verify each implemented recommendation.

It was the role of the NZDF Organisation Committee to oversee the implementation of the recommendations of the *Recruit Training* review. The Assistant Chief Defence Human Resources (ACDHR) coordinated a periodic report to the Committee on implementation progress.

## How did we categorise themes and recommendations?

The original report had 64 recommendations. We acknowledge that the original report contained a significant number of recommendations and there was some overlap between them.

NZDF incorporated six of the original single service recommendations within existing tri-service recommendations to reduce duplication of effort and better reflect the centralised approach to their implementation. We agree with their approach of consolidating some recommendations to enable more efficient implementation.

NZDF added action items of their own and describes them as “Recommendations 19 and 20”. Recommendation 19 aims to track exits from training so as to better identify trends in performance.

We did not assess Navy recommendation 2.3 as it was considered to be covered at the tri-service level by Recommendation 9 (which aims to advance peer-to-peer working relationships). We did not assess Recommendation 18 because it concerned a review by the Ministry of Defence.

This left 58 recommendations to be assessed by this stocktake.